

**AN ANALYSIS OF SPEAKING MATERIALS IN “HEADLINE  
ENGLISH 2” TEXTBOOK FOR EIGHTH GRADE OF  
JUNIOR HIGH SCHOOL**



**(A Thesis)**

Submitted as a Partial Fulfillment of the Requirements for S-1 Degree

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## ABSTRACT

This research was aimed to analyze the quality of speaking material in *Headline English 2* Textbook for the eighth grade based on Education National Standard Council (BSNP) whether or not it met the criteria of a good textbook. The method of this research was content analysis and the instrument of research was document. The research findings showed that the quality of the *Headline English 2* textbook for the eighth grade of Junior High School based on BSNP was met the criteria of very good textbook. This could be seen from the result of analysis in three elements, they were content eligibility, presentation eligibility, and language eligibility. For content eligibility, only one item of its indicators that was not fulfilled the criteria, that was the encourage for seeking the further information. The score content eligibility was 91.67%. For presentation eligibility, there were just 2 items of its indicators that were not fulfilled the criteria, they were list of symbols or notation and hint. The score of presentation eligibility was 91.67%. For language eligibility side, all of the items of its indicators were fulfilled clearly. The score of language eligibility was 100%. So that the total score in finding the criteria of quality was 94.44%. Therefore, it concluded that *Headline English 2* was on very good quality. This textbook could be used for teaching and learning, because it was met the criteria of very good quality of textbook based on BSNP.

*Keywords: Textbook, Education National Standard Council (BSNP).*

## DECLARATION

I hereby declare this thesis entitled: An Analysis of Speaking Materials in Headline English 2 Textbook for Eighth Grade of Junior High School is completely my own work. I am fully aware that I have quoted some statements, references, and ideas from various sources and those are properly acknowledged in this thesis.

Bandar Lampung, October , 2020  
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## MOTTO

يُرِيدُ اللَّهُ بِكُمُ الْيُسْرَ وَلَا يُرِيدُ بِكُمُ الْعُسْرَ

Allah intends for you ease and does not intend for you hardship.<sup>1</sup>

(Qs.Al-Baqarah ayat 185)



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<sup>1</sup>Abdullah Yusuf Ali, *The Holy Qur'an Arabic Text With English Translation*, (Thomas Road London, p.95)

## DEDICATION

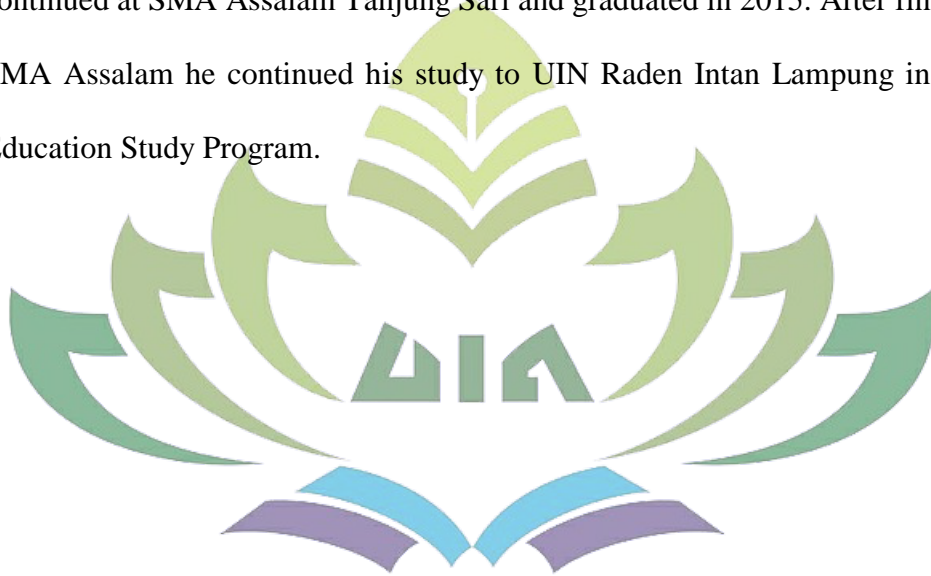
Praise and gratitude be to Allah the Almighty for His abundant blessing for me, and from the depth of heart my heart, this thesis is dedicated to:

1. My greatest inspiration of my life, beloved father and mother, Suripto and Gini, who always pray for my success. Thanks for all motivation and support.
2. My beloved oldest sister, Temu Ningsih who always cheers me up until the completion of this thesis. Thanks for supporting and being my nice sister.
3. My beloved friends, Yogi Era Reforma, Ayu Lestari, Yeni Yuliawati, Catur Dewi, April Firmansyah, Susanti, and all my classmate (PBI C Class) who always support me in writing this research.
4. My beloved almahater and lecturers of UIN Raden Intan Lampung. Thanks for the contribution for my self-developement.

## **CURRICULUM VITAE**

Wahyu Firmansyah was born on May 28<sup>th</sup> 1996 in Purwodadi Dalam. Wahyu is the younger child of Mr. Suropto and Ms. Gini. He has one oldest sister, her name is Temu Ninggsih.

He accomplished his formal education at SDN 2 Purwodadi Dalam in 2009. Then, he was continued to at SMPN 1 Tanjung Sari and graduated in 2012. Next, he continued at SMA Assalam Tanjung Sari and graduated in 2015. After finishing at SMA Assalam he continued his study to UIN Raden Intan Lampung in English Education Study Program.





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All praise is merely to Allah the Almighty, the Lord of the world, the most beneficent, and the most merciful who has bestowed upon the observer in completing this thesis. Then, peace and salutation may be upon the great messenger prophet Muhammad peace be upon Him, who has bought us from the darkness to the lightness.

This thesis entitled “An Analysis of Speaking Materials in Headline English 2 Textbook for Eighth Grade of Junior High School” is presented to the English Education Study Program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill students’ partial fulfillment of the requirement to obtain S1 – degree.

Then, the observer would like to thank the following people for their ideas, time, guidance, support, encouragement, and assistance for this thesis accomplishment:

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Finally, the observer is aware that there are many weaknesses in this undergraduate thesis. Therefore, the researcher will accept criticism and suggestion from the readers to enhance the quality of the thesis.

Bandar Lampung, 2020

Wahyu Firmansyah  
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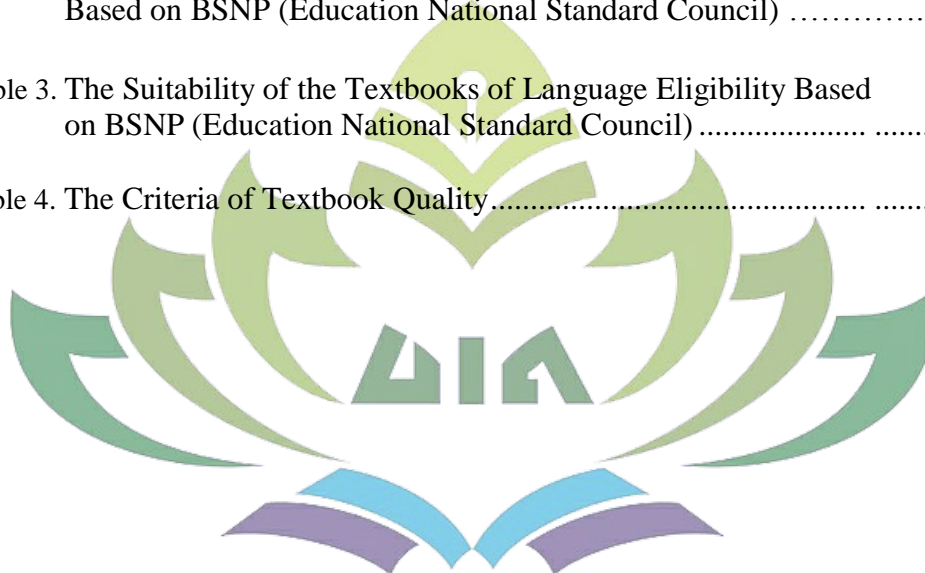
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## CHAPTER I INTRODUCTION

### A. Background of the problem

Education is a very important requirement for everyone. In the process of education there is a process of learning English. There are aspects that can affect student learning outcomes. These aspects start from the preparation before teaching, the core activities of the teaching process, or after the preparation and learning takes place. One of the supporting media in the learning process is a textbook. textbook is one of the important factors in learning success. it can develop abilities teacher and student can use textbook as learning resources. from textbook, they find knowledge and practice.

In Indonesia, the government also provides rules for the use of textbooks that are compatible with BSNP (*Badan Standar Nasional Pendidikan*). BSNP also set a suitable book to be adapted to the existing curriculum. Based on the rules of the ministry of education, it is stated that textbooks are the main books used in schools. The use of textbooks is a task to support the teaching process.<sup>1</sup> In relation to the textbook assessment, the Education National Standard Council (BSNP) has developed a textbook assessment instrument. This instrument is used to determine the eligibility of a textbook to be categorized as a standard book. According to BSNP, Qualified textbooks are required to meet the four elements of eligibility, which are content feasibility, feasibility of presentation, language feasibility, and feasibility of graphic. The four elements of eligibility are outlined in the form of

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<sup>1</sup>Peraturan Pemerintah Republik Indonesia No. 32/2013 subsection 1 verse 23 , p. 5

fairy detailed indicators and teacher/student can apply it. For the textbook appraisers, this instrument can be used as a basis development or textbook writing so that the result do not deviate from the hope of BSNP. For, teachers, students, and the general public this instrument can be used for purposes of learning at the level of a particular educational unit.

However, there are currently many authors who publish textbooks. The number of textbooks available, the teacher is confused about determining which books are suitable for use as teaching material in the teaching and learning process. Cunningsworth said that there are so many publishers English language teaching material on the market. It makes the challenging for the teachers to select textbook well.<sup>2</sup> Graves said teachers as course developers.<sup>3</sup> The teacher must know deeply about the content of English Textbook. Teacher should evaluate it. Evaluate can be conducted before textbook is used, and after use it. Teachers can evaluate the textbook to know the strength and the weakness of the material. Graves also explained that some teachers carry out analysis based on the parts of the skill, because they are the experts in their respective skills.<sup>4</sup>

The result of interview from the eighth grade English teacher in SMPN 1 Tanjung Sari revealed that students' speaking ability at this school are quite low. However, there were some students who were fluent in English. In addition, English Teacher of SMPN 1 Tanjung Sari to increase student's ability only

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<sup>2</sup>Alan Cunningsworth, *Choosing Your Coursebook*, (London: Mcmilla Publisher Limited, 1995) p.1

<sup>3</sup>Kathleen Graves, *Teachers as Course Developers*, (New York: Cambridge University, 1996), p.1.

<sup>4</sup>*Ibid*, p. 21

applied the given activity from the textbook. The teacher used textbook from the government in the classroom. Moreover, the teacher also used other textbook for teaching and learning. Researcher also observed in eight grade students. The results of observe show that students really like English. Nonetheless, they cannot speak English. Moreover, they dislike speaking skill, because they don not know much about vocabulary. Even though they feel ashamed to speak English, they also prefer to learn by using textbooks. Based on the interview of the teacher, for material whose relationship enhances speaking ability, the content in the book he has used is conversation and pictures. From the results of the observed, the researcher concluded that the way to improve speaking skill is to provide suitable material according to the activity.

According to Nunan, Speaking is a way to communicate in daily routines that focus on information and interaction.<sup>5</sup> It means that material for the students should be easy to follow, to motivate students to providing achievable, challenges and interesting contents, and to provide a resource for self-study in outside of the classroom. The material also connected for students to practice real life speaking in real life can be called as relevant material. Students are easier to practice before they speak in class room, if the teacher giving good speaking material and activities.

Furthermore, teacher can collect both speaking material and activities from English textbook. Textbook is a book as a standard source of information for

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<sup>5</sup>David Nunan, *Language Teaching Methodology: A textbook for Teacher*, (New York: Phoenix Ltd, 1995), p.40



formal study of a subject and an instrument for teaching and learning.<sup>6</sup> Brown adds that the material is clear and tangible support for the teaching of language comes through textbooks.<sup>7</sup> The role of textbooks that are prevalent in the teaching and learning process is developed based on the curriculum so that it can be useful as a guide for both teachers and students. Textbooks are an important medium for teaching English, especially in junior and senior high schools, for students, textbooks can guide them to organize their learning both inside and outside the classroom. This helps students to learn material better, faster, clearer, and easily. In textbooks, including materials and speaking activities, students can develop their oral abilities in real life. Cunningsworth said that textbook is the best resource to help students to get aim of learning, because it has already set based on learner's need.<sup>8</sup> It means that books must match the core competencies and basic competencies contained in the curriculum. Because, in the learning objectives to be achieved is already contained in the applicable curriculum.

As a reference, the previous research has analyzed the textbook used in the teaching and learning process. This research investigated on the speaking material of the KTSP curriculum textbook entitled "English in Focus". The result of the research found that the feasibility of content presentation of speaking material in this textbook is good. The score is 3.3. However, the writer found that some materials in this textbook are not suitable with the standard competence and basic

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<sup>6</sup> Kathleen Graves, *Designing Language Courses: A guide For Teachers*, (Boston: Heinle&Heinle Publisher, 2000). P. 175

<sup>7</sup>H. Douglas Brown, *Teaching By Principles*, (California: Longman, 2000), Second Edition, p.136-137.

<sup>8</sup>Alan Cunningsworth, *Choosing Your Coursebook*, (London: McMillan Publisher Limited, 1995), p.7.

competence. Most activities in this textbook are relevant with students' daily life. This textbook is good to be used by teachers to teach speaking for first grade students of senior high school.<sup>9</sup>

Based on description above, in this research intends to analyze the speaking materials of an English textbook for eight grade junior high school entitle "Headline English 2" used by English teacher of SMPN 1 Tanjung Sari. In this research want to know whether textbooks are match or not for guideline in teaching. The researcher chooses Headline English 2 to be analysed. Therefore the tittle of his research is "An Analysis of Speaking Materials In "Headline English 2" Textbook for Eight Grade Junior High School".

#### **B. Identification of the Problem**

Based on the above background, the identification of the problem is the textbook appropriate or not with content feasibility, feasibility of presentation, language feasibility, and feasibility of graphic.

#### **C. Limitation of the Problem**

In this research is focused the analyzes whether speaking material in "Headline English 2" textbook for eight grade junior high school compatible or not with school based on *curriculum K(13)*, in this research uses content feasibility, feasibility of presentation, language feasibility. The analysis of the

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<sup>9</sup>Mailani "An Analysis on Speaking Materials Written on English in Focus: An English Textbook for First Year Junior High School" Skripsi of Undergraduate of Syarif Hidayatullah State Islamic University Jakarta: Jakarta, 2011.)

textbooks is determine whhether the textbook has the content feasibility, feasibility of presentation, and language presentation, or not.

#### **D. Formulation of the Problem**

How is the quality speaking materials in English textbook entitled “Headline English 2” for Eighth junior high school based on BSNP?

#### **E. Objective of the Research**

Based on the formulation of the problem, the objectives of the research is to know the content feasibility, feasibility of presentation, language feasibility of speaking materials in “Headline English 2” textbook for eighth grade junior high school.

#### **F. The Significance of the Research**

##### **1. For the students**

By using appropriate speaking material and activities in English textbook, it is the hoped that students will be interested more motivated in learning English so that their English speaking ability will increase.

##### **2. For the teacher**

To inform for English teachers choosing the appropriate English textbook that will be useful for their students and teachers can predict whether the speaking contents is difficult, plain, or easy to use in daily activities.

### 3. Textbook Writer

Meanwhile, for the textbook writer, the result of the study can be used as a reference in writing an English textbook based on the recent curriculum, that is suited with the students' needs and suit the demands of future world.

### 4. Future Researcher

Finally, for the future researcher, the findings can be used as a reference to conduct research on the same topic of different sources.

## **G. Scope of the Research**

### 1. The subject of Research

The subject of this research is "Headline English 2" textbook for eighth grade junior high school.

### 2. The Object of Research

The object of this research is to analysis speaking material in "Headline English 2" textbook for eighth grade junior high school.



## CHAPTER II FRAME OF THEORIES

### A. Textbook

#### 1. Definition of Textbook

Talking about teaching learning process, the term of textbook always appear in the context. Brown said that textbook are clear and tangible material used in the teaching and learning process.<sup>1</sup> As teaching material used in the teaching process by teachers, Textbook are developed based on the applicable curriculum. Graves add textbook is standard source of information for formal study of a subject as tool and instrument for teaching and learning.<sup>2</sup> It means that textbook provides the material, but it cannot produce on its own. The material produced only when learner' need. The material on textbook are developed must be suitable with curriculum.

Furthermore, the minister of education stated that, textbook is a resource of principal in teaching and learning to achieve both basic competence and core competence.<sup>3</sup> According to Cunningsworth that textbook is the best resource to help students to get aim of learning, because it has already set based on learner's need.<sup>4</sup> From explain above, textbook is a teaching material that contains material

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<sup>1</sup>H. Dauglas Brown, *Teaching By Principles*, (California: Longman, 2000), Second Edition, p.136-137.

<sup>2</sup>Kathleen Graves, *Designing Language Courses: A guide For Teachers*, (Boston: Heinle&Heinle Publisher, 2000). P. 175

<sup>3</sup>PeraturanPemerintahRepublik Indonesia No. 32/2013 subsection 1 verse 23 , pp. 5

<sup>4</sup>Alan Cunningsworth, *Choosing Your Coursebook*, (London: McMilla Publisher Limited, 1995), p.7.

arranged based on the curriculum, to achieve the objectives of basic competencies and core competencies designed for the needs of students.

From those statements, the observer concludes that textbook is a teaching material in the form of material that aims to facilitate the teacher in the teaching and learning process.

## **2. Advantages of Textbook**

Textbook has a lot of advantages that we can get from using it. Cunningsworth explain some advantages of textbook, which are:

- a. there is a common framework provide by the coursebook
- b. less experienced teacher can use the coursebook as heavily as they need
- c. there is scope for replacing weaker parts of the standard coursebook with other books or using material.
- d. there is scope for teachers to develop as they become less dependent on the book gain in confidence to experiment with alternative materials
- e. more variety of classroom activity and teaching technique is possible
- f. a more flexible response to individual students' needs is possible.<sup>5</sup>

In addition, according to Graves, the advantages of using textbook are:

- a. It provides a syllabus for the course because the authors of the syllabus have made decisions about what will be learned and in what order.

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<sup>5</sup>*Ibid*, p. 10

- b. It provides security for the students because they have a kind of a road map of the course: they know what to expect and they know what is expected from them.
- c. It provides a set of visuals, activities, readings, etc., and so saves the teacher time in finding or developing such materials.
- d. It provides teachers with a basis for assessing students' learning. Some textbooks include tests or evaluation tools.
- e. It may include supporting materials (teacher's guide, cd, worksheets, and video.)
- f. It provides consistency within a program across a given level, if all teachers use the same textbook. If textbooks follow a sequence, as within a series, it provides consistency between levels.<sup>6</sup>

Based on the statements above concludes that some of the advantages of a good textbook are can make students more interested in learning, and for teachers easier to provide material in the teaching and learning process.

### **3. Disadvantages of Textbook**

Otherwise the disadvantages of textbook, Richards also mention the weakness or the disadvantages of the textbook. They are:

- a. Textbook may contain inauthentic language
- b. Textbook may distort contain
- c. Textbook may not reflect students' need

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<sup>6</sup>Kathleen Graves, *Op. Cit.*, p. 174

- d. Textbook call deskill teachers
- e. Textbook is expensive.<sup>7</sup>

According to Ur, there are five against for textbook:

- a. Inadequacy

Every class – in fact, every learner– has their own learning needs: no one coursebook can possibly supply these satisfactorily.

- b. Irrelevance, lack of interest

The topics dealt with in the coursebook may not necessarily be relevant or interesting for your class.

- c. Limitation

A coursebook is confining: its set structure and sequence may inhibit a teacher's initiative and creativity, and lead to boredom and lack of motivation on the part of the learners.

- d. Homogeneity

Coursebook have their own rationale and chosen teaching/learning approach. They do not usually cater for the variety of levels of ability and knowledge, or of learning styles and strategies that exist in most classes.

- e. Over-easiness

Teachers find it too easy to follow the coursebook uncritically instead of using their initiative; they may find themselves function in merely as mediators of its content instead of as teachers in their own right.<sup>8</sup>

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<sup>7</sup> Jack C Richard, *Curriculum Development in Language Teaching*, (New York: Cambridge University Press, 2001), pp. 255-256.



In order to decrease the disadvantages of the textbook, the teacher have to be understand and creative about the material that is suitable for students' level. As a matter of fact, the main role in teaching and learning process in class is the teacher but textbook as an instrument. Hence, teachers have to be capable when they find that the textbook is not appropriate for their students.

#### **4. The Role of Textbook In English Language Teaching**

Currently, textbook play important role in English language teaching process. According to Cunningsworth, textbook have multiple roles in ELT and can serve as:

- a. A resource for presentation material (spoken and written)
- b. A source of activities for learner practice and communicative in interaction
- c. A reference source for learners on grammar, vocabulary, pronunciation, etc.
- d. A source of stimulation and ideas for classroom language activities
- e. A syllabus (where they reflect learning objectives which have already been determined)
- f. A resource for self-directed learning or self-access work
- g. A support for less experienced teachers who have yet to gain in confidence.<sup>9</sup>

Add to both Ravitch and Valverde textbooks are vitally important, they play a significant role in shaping teachers', students' and families' views of

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<sup>8</sup>Penny Ur, *A Course In Language Teaching*, (New York: Cambridge University Press, 1999), p. 80

<sup>9</sup>Alan Cunningsworth, *Loc. Cit.*, p.7

school subjects.<sup>10</sup> In addition, a textbook can be guidance for teachers in giving systematic materials for the student. It is generally accepted that the role of the textbook is to be at the service of the teacher and learners but not be their master.<sup>11</sup>

From explanation mention above, the observer conclude that textbook plays important role in English language teaching. The roles of textbook are important for both teacher and students. Textbook as a source and provide the material and content of the lesson to their students.

## 5. Textbook Selection

According to Ur, for selecting textbook there are any three levels;

### a. Deciding on criteria

For this, there are several criteria to be checked by the teacher based on the assessment provided. Additional the teacher must be to generally compare with other ideas.

### b. Applying criteria

The teacher who assesses the results of the book must be compared with the assessment of the results of others with the same material

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<sup>10</sup> Lisa Okeeffe, *A Framework of Textbook Analysis*, Int. Rev. Cont. Lear. Res. 2, No. 1 1-3 (2013). p.2

<sup>11</sup> Rohmatilah, *Readability Level of Reading Text In English Textbook Entitled "English Elive For Senior High School Tenth Grade Publish by Yudistira*, Jurnal Tradis Bahasa Inggris, IAIN RadenIntan Lampung, p.89

c. Summary

The teacher must compare the two columns according to the criteria rather than just having a large number of assessments. However, teachers have to look is important whether or not the material.<sup>12</sup>

Furthermore, Cunningsworth stated three stages in selecting textbook. The explanation as follows:

- a. Identify the aim and objectives of the teaching program.
- b. Analyze the teaching situation which the material will be use.
- c. Draw up list of potential textbook, it can be done by using information from publisher, advice from others people and our own previous experience.<sup>13</sup>

From that explanation above, the observer know that there are two steps for teachers to selecting textbooks for their students. First steps, analyzing textbook, teachers can be in the form of checklist, comparative textbook description, detailed comment from users, or report on empirical research into effects of textbooks. Second step, obtaining textbook information, It is means teachers can review, user judgment, authors and publishers information, or their own global analysis. Teachers have done the two steps, they can decide whether they will use textbook for their students or not.

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<sup>12</sup>Penny Ur, *Op. Cit.*, p.81

<sup>13</sup> Alan Cunningsworth, *Op. Cit*, p.5.

## 6. Adapting Textbook

To make a textbook suitable for students, teachers should adapt contains a textbook based on students' need. Els emphasizes that adaptability of textbook is an important factor in textbook selection.<sup>14</sup> Some explanation textbook are:

- a. Modifying Content
- b. Adapting or Deleting Content
- c. Reorganizing Content
- d. Modifying Tasks

Furthermore, Dragana added that the teacher must adapt the textbooks to the basic needs of students by looking at several aspects contained in the book, including:

- a. Adapting at the activity level
- b. Adapting at the unit level
- c. Adapting at the syllabus level
- d. Additional Factors.<sup>15</sup>

From statements above, the teacher can adapting the book by looking at the material that is available and adapted to the needs of students.

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<sup>14</sup> Theo van Els, et al, *Applied Linguistic and Learning teaching of Foreign Language*, (London: Erward Arnold, 1984),p. 307

<sup>15</sup>Dragana M. Gak, *Textbook - an Important Element in The Teaching Process*, (Fakultettehničkihnauka -Engleskijezik, Novi Sad). p. 81



## B. Criteria a Good Textbook

There is criteria a good textbook based on BSNP. In this research analyze speaking material and activities in English textbook *Headline English 2* based on BSNP. Textbook has an important role in national education system. Because it is one of component in teaching and learning process. With a good textbook which the content involve all of Competency Standar (SK) and Base Competence (KD) appropriate guidance content standar, attractive presentation, normative language, interesting and appropriate illustrations. It is expected that teaching and learning process can achieve graduate competency standard optimally. Therefore, there is a council that organizes about textbook whether it is proper to be published or not, it is Education National Standard Council (BSNP).

The quality of English textbooks that meet eligibility requirements, which includes four components, namely: content eligibility, presentation eligibility, language eligibility, and graph eligibility.<sup>16</sup> In this research, the researcher focused on three components; content, presentation and language eligibility. They can be described as follows:

### 1. Content Eligibility

In content eligibility there are three indicators that must be considered, namely (1) conformity with the description of the material standard of competence (SK) and basic competence (KD) contained in the relevant curriculum subjects; (2) the accuracy of the material; and (3) learning support materials.

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<sup>16</sup> <https://bsnp-indonesia.org/category/evaluasi-buku/>, Retrieved on October 28, 2020 at 9:43 pm

### **A. Compliance with the material description of Competence Standards (SK) and the Basic Competency (KD)**

Textbooks are either supposed to contain material that supports the achievement of SK (competency standards) and KD (basic competence) of these subjects. SK and KD is benchmark guidance in learning and the achievement of learning objectives the material presented includes all materials contained in the Competency Standards (SK) and the Basic Competency (KD). The materials presented also reflect the achievement of all descriptions which support Basic Competency (KD). Furthermore, Indicators conformity with the description of SK and KD material is directed to the following:

#### **1. The Completeness of Material**

The material presented in textbooks at least include all subject matter within the scope of the aspects that support the achievement of SK and KD have been formulated in the curriculum of subjects concerned.

#### **2. The Broadness of the Material**

- 1) Presentation of concepts, definitions, principles, procedures, examples, and training contained in the textbooks according to subject

matter needs to support the achievements of SK and KD.

- 2) Material (including examples and exercises) in the textbook outlines minimal substance (facts, concepts, principle, and theory) contained in SK and KD.

### **3. The Deeepness of the Material**

- 1) The material contained in the textbook contains explanations of related concepts, definitions, principles, procedures, examples, and training so that students can recognize the idea or ideas, identify ideas, harms the characteristics of a concepts or idea, can define, prepare formula / formula / rules construct knowledge in accordance with SK and KD has been formulated.

- 2) Description of the material should be in accordance with the realm cognitive, affective and psychomotor demanded SK and KD. The level of difficulty and complexity of the material tailored to the developmental level of students cognitive.

## **B. The Accuracy of the Material**

The material must be accurate to the achievement of SK and KD, the accuracy are as follows:

### **1. The accuracy of the concepts and definitions**

- a. The material in textbooks should be presented accurately to avoid misconceptions do students.
- b. Concepts and definitions should be formulated with the appropriate (well-defined) to support the achievement of SK and KD.

### **2. The accuracy of the principle**

- a. The principle is one aspect that is used to construct a theory.
- b. The principles presented in textbooks must be formulated accurately so as not to cause multi-interpretation for students.

### **3. The accuracy of the procedure**

- a. Procedures are the steps that must be taken to achieve a particular goal.
- b. The procedure should be formulated to accurately so that students make errors systematically.

### **4. The accuracy of the examples, facts, and illustration**

Concepts, principles, procedures, or formulas should be clarified by examples, facts and illustrations are presented

accurately. In this way, students not only understand the knowledge.

#### **5. The accuracy of the tasks or questions**

Student mastery of the concepts, principles, procedures, or logarithm to be built by the problems presented accurately.

### **C. Learning Supporting material**

Indicators of learning support materials aimed at the following rights:

#### **1. The compliance with technological developments**

Material (including examples, exercises, and bibliography) textbooks must be in accordance with the development of science and technology.

#### **2. The accuracy of the features, examples and references**

Features (including a description, examples, and exercises) reflect current events or conditions. This currency looks at the source or references are used In general, the references in the textbook proper to use maximum use of the referral last five years.

#### **3. Reasoning**

- a. This reasoning plays a role when students must make conclusions. Therefore, the material in the textbook should contain a description, examples,



tasks, questions or exercises that encourage students to make inferences coherently is authentic (valid).

- b. The material may also include questions open (open-ended problem), questions that require students to provide answers or solving strategies varied.

#### **4. The problems solving**

- a. To develop student creativity, presentations of the material in the textbooks need to load a variety of strategies and problem solving exercises.
- b. Solving the problem involves understanding the problem of designing a model, solving the model, check the results (search for viable solutions), and interpret the obtained solution.

#### **5. The linkage between the concepts**

The linkage between the concepts in textbooks could appear in the description or sample. It is intended to assist students in building a knowledge network intact. In addition, it should be also shown a link between teaching and learning, or the link between the material being studied and everyday life so that students realize the benefits of such material in real life.

#### **6. Communicative**

- a. The material in textbooks should contain examples and exercises to communicate ideas, either in writing or orally, to clarify the situation or problem is being learned or encountered.
- b. Written communication can be delivered in various forms like symbols, tables, diagrams, or other media. Verbal communication can be done individually, in pairs or group.

#### **7. Application**

The material in textbooks should include a description, examples or questions which describes the application of a concept in everyday life. This is so that students can apply in real life every concept studied.

#### **8. The attractiveness of the material**

The material in textbooks should contain a description, strategies, images, photographs, sketches, historical stories, examples, or issues of interest that can lead to motivate students to explore beyond. If students are interested in the material being studied, he would inflame to be able to learn about it.

#### **9. To encourage for seeking the further information**

The material in textbooks should contain tasks that encourage students to obtain more information and a variety

of other sources such as the Internet, books and other articles.

## **10. Enrichment**

The material in the textbook should provide a description, examples, or problems related to the enrichment of the topic so that the material is wider or deeper than the material charged by KD. With this enrichment, students are expected to have a broader competence and rich.

## **2. Presentation Eligibility**

In terms of feasibility presentation, there are three indicators that must be considered, namely (1) technical of the presentation; (2) the presentation of learning; (3) the completeness of the presentation.<sup>17</sup> Thus can be explained as follows:

### **1. The Technical of Presentation**

Indicators of the textbook presentation technique directed at the following:

#### **1. Systematic of Presentation**

- (1) Each chapter in the textbook at least include motivational, predecessor, and content.
- (2) Generating motivation can be presented in the form of images, illustrations, photographs, history,

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<sup>17</sup> Wita Nurhikmah, *The Analysis of English Textbook Used in the First Grade of Senior High School Based on BNSP Curriculum 2013*, Medan, 2016, Retrieved from [https://www.google.com/analysis\\_english\\_textbook\\_based\\_on\\_BNSP\\_k13.pdf](https://www.google.com/analysis_english_textbook_based_on_BNSP_k13.pdf), on June, 18<sup>th</sup> 2020 at 9:17am,p.7

sentence structure, or examples of use in everyday life that corresponds to the topic that will be presented.

- (3) The predecessor of at least contain material prerequisites required by the student to understand the topics that will be presented.
- (4) Contents containing matters covered by the sub-components of the feasibility of content.

## **2. The Regularity of Presentation**

- (1) Presentation of the textbooks in accordance with the logic of inductive or deductive.

- (2) Presentation groove inductive thinking (especially to the public) to make conclusions from a fact or data.

- (3) Presentation groove deductive reasoning (general to specific) to declare the truth of a proposition. The concept presented from easy to difficult, from simple to complex, or from the informal to the formal premises so that students can follow him either.

- (4) The material prerequisites presented precedes the subject matter so that students can understand the subject matter well.

### 3. Ballance of Inter-Chapter

Description of the substance between chapters (reflected in the number of pages) presented proportionately by considering SK and KD. Description of substance between the sections in the chapter (reflected in the number of pages) is also presented proportionally by considering the KD to be achieved.

## 2. The Presentation of Learning

Indicators presentation of learning in textbooks aimed at the following:

### a. Student- centred

To present the material in textbooks are interactive and participatory so as to motivate students to learn independently, for example by using questions, interesting pictures, sentences solicitation, activity (including group activities), and so forth.

### b. To develop process skills

Presentation and discussion of the textbook more emphasis on the skills and thought processes of psychomotor agrees with the verb Operations in SK and KD, not only on the acquisition of the final result.

1) To pay attention to safety aspects

a) The activity served to develop the skills of safe processes performed by students. Materials,



equipment, premises, and other forms of activities which is done contains no danger, it is necessary to be a clear indication.

b) Observation, investigation, exploration and inquiry:

1) Presenting material in the textbook includes assignments observation investigation, exploration or inquiry.

2) The observations were made to identify, detect patterns. The same phenomenon repeated / traits to build students knowledge on an informal basis.

3) Investigation is one of the activities that solve a problem that is likely to have more than one answer.

4) Exploration is an activity that begins with the issue of collecting data or information, data analysis and ends with a conclusion.

5) Inquiry is a process of preparing the questions and collects relevants data and make conclusions based on that data.

c. Contextual Problem

- 1) The material in the book presents a contextual problem that is familiar, interesting, or useful for students.
- 2) Contextual issues raised as much as possible at the beginning of the presentation with a view to facilitating the discovery of concepts, principles, and procedures.
- 3) The problem can also be presented the last part as a test of understanding, an illustration application, or generalization.
- 4) To make grow the students critical thinking, creative, and innovative.
  - a. Presentation of the material in the textbook contains issues that can stimulate the growth of critical thinking, creative and innovative.
  - b. Serving material that can foster critical thinking is a grain of material that students do not quickly believe, always trying to find fault or error, or a sharp analysis in test the correctness of answer.
  - c. Presentation material that can foster students critical thinking is characterized by its

inventiveness high student or the students ability in creating.

- d. Serving material that can foster student innovation is characterized by the presence of an update or new creations in the idea or method of presentation.

#### 5) To load of Hands-on-activity

- a. Presentation in the text should contain hands-on-activity that is part of an effort to actively engage students in the learning process to find and identify.
- b. This activity can encourage learners to interact and communicate ideas being studied.
- c. Activities in the form of concrete activities, among others, include identifying, cutting or trimming, pair or compiled object to form a pattern or regularity which is nature, formulas, or theorems.

#### 6) Variation presentation

- a. The material presented with various methods so as not boring, for example deductive (general to specific), inductive (particular to the general). Similarly, the use of various types of illustration

(amber, photos, charts, tables or maps) to support the material presented.

- b. For the illustrations are protected, must be stated.<sup>18</sup>

### 3. The Completeness of the Presentation

Indicators completeness of the presentation of the textbook directed at the following:

#### a. Introductory Part

At the beginning there is preface to a textbook, manual, utilization, and tables of contents or a list of symbols or notation:

- 1) Foreword generally contains content that is explain.
- 2) Instructions for use contain a description of the purpose, the contents of the book, as well as the user guide book for students to learn.
- 3) Table of contents provides an overview of the contents of the book, followed by the appearance of page numbers.
- 4) List of symbols or notation is a collection of symbols or notation and an explanation that comes with the appearance of page numbers or symbols and notation are presented alphabetically.

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<sup>18</sup> Novita Sari, *Op.Cit*, p.34-37

### **b. Contents Part**

Presentation of the material in the textbook comes with pictures, illustrations, tables, references/sources of reference, varied and graded, exercises, or a summary of each chapter.

- 1) Pictures, illustrations or tables are presented with a clear, interesting and appropriate to the topics presented so that the material is more easily understood by students. Text, tables, and images are not homemade (cited from other sources) should mention references or references.
- 2) References or sources of reference can be directly mentioned or included in references list or sources.
- 3) Presentation of each chapter or section contains exercises vary with the level of difficulty graded proportionally to help strengthen understanding of the concept or principle.
- 4) Summary of the chapter is a collection of key concepts expressed with concise and meaningful sentence, and make it easier to understand the contents of the chapter. This summary can be presented at the end of the chapter with the intention that students can recall the important thing that have been learned.

### **c. Ending Part**

At the end of the textbook contained a bibliography, an index, a subject, a glossary of terms (glossary), or manual

operations (hint) or answer practice questions selected. If there are at the beginning of the book. Symbol list or notation can be listed at the end of the book.

- 1) Literature list references describe the materials used in the writing of books and written consistently. Each library is used prefixed by the name of the author (prepared alphabetically), the year of publication, title, place, publisher name funds.
- 2) The subject index is a collection of important words, among other things grain material object, character names, or author, followed by the page number of appearance and presented alphabetically.
- 3) Glossary is a collection of key terms and an explanation that comes with the emergence of the term and the page numbers are presented alphabetically.
- 4) Instructions workmanship (hint) or answer the practice questions chosen are presented at the end of a chapter, the end of a discussion, or the end of the book is included.<sup>19</sup>

### **3. Language Eligibility**

In terms of feasibility indicators language there are three factors that must be considered, namely (1) the suitability of language usage by the level of development of students; (2) the use of communicative language; (3) and the use of language integration eligible chronological flow of thought.

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<sup>19</sup> *Ibid*,p.37-39



## **1. Compliance with the students development of students level**

Indicators of using appropriate language based on the students level are directed to the following matters.

### **a. Compliance with the level of students intellectual development**

The language used in textbooks to explain a concept or application of a concept or an illustration to abstract with the example conformed to the intellectual level of students (which imaginatively conceivable by the students).

### **b. Compliance with the level of students social emotional development**

The language used in textbooks appropriate with social emotional maturity of students with illustrations depicting the concepts begins from the immediate environment (local) to the social environment.

## **2. Communicative**

Indicators usage communicative language directed at the following points:

### **a. Message legibility**

The message in the textbooks presented with interesting language, clear, precise, objective, does not cause double meaning (using the effective sentences), and prevalent in

Indonesian daily communication so as to encourage students to study the book thoroughly.

**b. The precision of language rules**

Words and phrases used to convey the messages refer to the rules of Indonesian language support, spelling which is used refer Enhanced Spelling (EYD). Using of the term that describes a concept, principle, or like to be precise and consistent meaning.

**3. The chronological and precision flow thought**

Indicators accuracy and integration flow of thought in language usage aimed at the following :

**a. The chronological and integration of each chapter**

The delivery of messages between one chapter and another chapter in the chapter adjacent and between sub-chapters reflect the logical connections.

**b. The chronological and integration of inter-paragraph**

Submissions of a message between adjacent paragraphs and between sentences within paragraphs reflect a logical relationship.<sup>20</sup>

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<sup>20</sup> *Ibid*,p.40-41

## C. Speaking

### 1. Definition of Speaking

Speaking is a productive skill. According to Tarigan states that speaking referred to the production of sounds and words as a meaningful verbal language, speaking is also a well develop tool in communicating and sharing ideas between speakers and listeners to fulfill their needs.<sup>21</sup> Same with the ideas, McDonough and Shaw stated speaking is purpose driven communicate something in order to fulfill certain particular end, involving of ideas, negotiating or by solving particular problem and in most common cases is to maintain social relations or friendship.<sup>22</sup> In addition, Kayi determined Speaking as building and sharing process of meaning through verbal and nonverbal symbol in variety of contexts.<sup>23</sup> The researcher concludes speaking is commonly used as a way to relate any information between speakers and listeners in order to accomplish their need. According to Chaney, speaking is the process of making and sharing meaning by using verbal and non-verbal symbols in different contexts.<sup>24</sup>

### 2. Goal and Function of Speaking

According to Thornbury, there are two functions of speaking, which are transactional and interpersonal.

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<sup>21</sup> Henri Guntur Tarigan, *Berbicara :SebagaiSuatuKetrampilanBerbahasa*, (Bandung: Angkasa Bandung, 2008), p.16.

<sup>22</sup> Jo McDonough and Christopher Shaw, *Material and Method in ELT 2<sup>nd</sup> Edition "teacher's Gide"*, (Oxford: Blackwell Publishing Ltd, 2003), p.134.

<sup>23</sup> HayriyeKayi, *Teaching Speaking: Activities to Promote in a Second Language*, The Internet TESL Journal, Vol. XII, no 11(Nevada:University of Nevada, 2006), p.1.

<sup>24</sup> Chaney, A. *Teaching Oral Communication in Grades K-8*. (USA: A Viacom Company, 1998),

- a. Transactional function expresses information and facilitates the exchange of goods and service. For example phoning to book table at restaurant.
- b. Interpersonal function establishes and maintains good relation between people. For example conversation between friends that take place at the restaurant.<sup>25</sup>

Harmer stated that to speak fluently in English, students need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech.<sup>26</sup> Richards explain that speaking is fluency becomes the goal of learning speaking skill in language program.<sup>27</sup>

### 3. Speaking Activities

Humans are programmed to speak before they learn to read and write. In any given, human beings spend much more time interacting orally with language rather than using it in its written form. Speaking is the most important skill because it is one of the abilities that is needed to perform a conversation. English speaking is not an easy task because speakers should know many significant components like pronunciation, grammar, vocabulary, fluency, and comprehension. Learners should have enough English speaking ability in order to communicate easily and effectively with other people. Ur stated that so many speaking activities, the explanation as follows:

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<sup>25</sup> Scott Thornbury, *How To Teach Speaking*, (new York: Longman, 2005), p. 13.

<sup>26</sup> Jeremy Harmer, *op.cit*, p.343.

<sup>27</sup> Richards, *op.cit*, p.2.

- a. Describing pictures: In practice, teachers give a piece of paper that consists of so many people activities. Students in a group are ask to say as many sentences as they can describe.
- b. Pictures differences: In this differences pictures activities, students are in pairs, each member of the pairs has different picture. Without showing each other their pictures, they have to find out what the differences pictures, and student can explain the other pictures.
- c. Things in common: In this activity, students are asked to sit in pair. And then, they talk to one another in order to find out as many things as they can that they have in common.
- d. Solving problem: In this activity, teacher teachers tell a problem and the students are asked to solve this problem.<sup>28</sup>

Moreover, Harmer Also created other speaking, as follows:

- a. Acting from a script: In this activity, students are asked to act based on scripts or dialogues that heave prepared. The text can preparedeither by teachers or students.
- b. Prepared talk: Prepared talks can be form of presentation, speech, and many more.
- c. Questionnaires: In this activity, students ask other students as many questions as possible and it is conducted take in turn.

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<sup>28</sup> Penny Ur, *A Course in Language Teaching*, (Cambridge: Cambridge University Press, 2009), p.125-127.

- d. **Simulation and Role Play:** In this activity, students stimulate a real life encounter (such as business meeting, an interview in a hotel, a shop, or a cafeteria). They do those activities like in the real world.<sup>29</sup>

Moreover, storytelling also can be a speaking activity. Thornbury Divided a storytelling activities into three, which are:

- a. **Guess the lie:** In this activity, students tell each other three short personal anecdotes, two of which are true, and one anecdote is wrong. Other students are asked to guess which one the wrong statement and give necessary reasons.
- b. **Insert the word:** In this activity, students are given a card with unusual word or expression. And then, they take turn telling each other an anecdote in which they incorporate their item secret item as unremarkable as possible, at the end of telling, the other have to guess what the word or expression was.
- c. **Chain story:** In this activity, students work in group. They take turns to tell a story, each one taking over from and building on, the contribution of their class mates at a given signal from the teacher.<sup>30</sup>

#### **4. Role of Teacher in Speaking Class**

- a. **Prompter:** it means that to make all students participate during the speaking class teachers should held them in expressing their idea. If the

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<sup>29</sup> Jeremy Harmer, *op.cit*, p.348-352.

<sup>30</sup> Scott Thornbury, *op.cit* p. 96.



students forget about the word, the teachers can complete sentences of students.

- b. Participant: Teachers can be a participant during students practice to speak. They may introduce new information to students in improve students' speaking. Is better for the teachers stand back of students, so they can watch and listen to what is their talk.
- a. Feedback provider: Teachers can deliver feedback in the middle or at the end of activity. In the middle teacher can give sufficient feedback. And the end, the teachers can correction of grammar, addition information or opinion.<sup>31</sup>

## **5. Characteristic of a Successful Speaking Ability**

There are some characteristics of successful speaking activities, the explanation as follows:

- a. Learners talk a lot: All students can participate well. They can share their idea, so that speaking class full of students' voices.
- b. participation is event: All students get chance to speak. Either talkative student can involve well in speaking class. The participant of every student is an event in speaking class.
- c. Motivation is high: Students are enthusiastic to speak; the always have something new to say.

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<sup>31</sup>Jeremy Harmer, *op.cit*, p.347-348.

- d. Language is of an acceptable level: Learners express their ideas that relevant, easily comprehensible to each other and of an accepted level of language accuracy.<sup>32</sup>

## 6. Problem in Speaking Activities

- a. Inhibition: Most of the students are often shy about trying to say things in a foreign language in the classroom. They worried about mistake and afraid of criticism or losing force.
- b. Nothing to say: In speaking class, students are asked to talk a lot. The condition, make confuse for students about what they are going to say.
- c. Low: In big group, only some students get opportunity to speak. It is usually is dominated by talkative students, which other students have only very little time to talk. It is also problem for teachers in manage the class.
- d. Mother-tongue use: When student face difficulty to say word or sentences in a foreign language in speaking class, they often use their mother tongue. It has because they feel it is easier to say in mother tongue.<sup>33</sup>

## 7. How To solve this problem

- a. Use Group Work: Teacher can divide students into some group. Students who English at same level belong to the same group. It will make the students get more opportunity to speak.
- b. Make a careful choice of topic and task to stimulate interest: It is very important for teacher to select topic and material. Because. when the

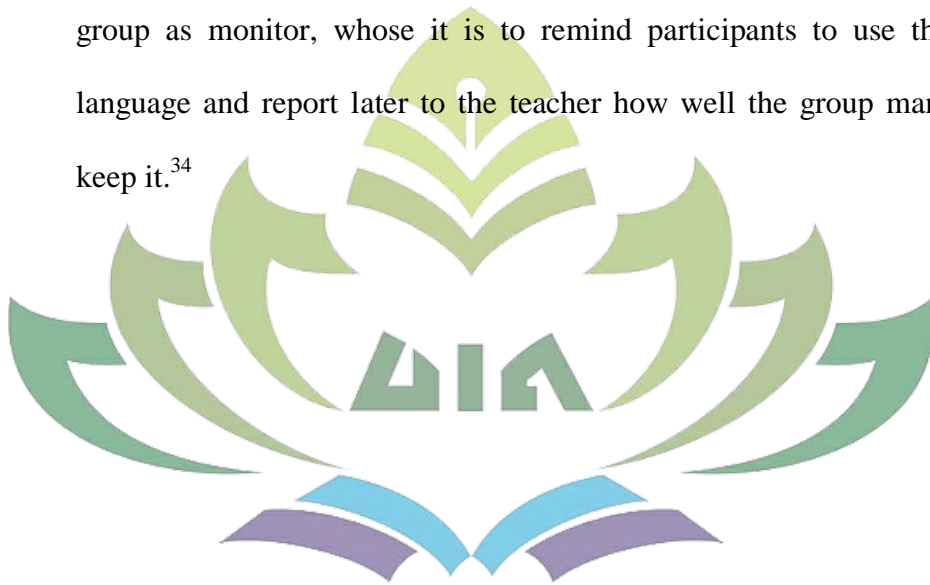
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<sup>32</sup>Penny Ur, *op.cit*, p.120-133.

<sup>33</sup>*Ibid*,

material suitable and easy to understood by students, it make students to speak up.

- c. Giving some Instruction or training un discussion skill: The teachers should give clear instruction. So that, they know well what they have to do during the process of learning.
- d. Keep students speaking in The Target Language: One of some way to control students to speak in the target language is appoint a leader in each group as monitor, whose it is to remind participants to use the target language and report later to the teacher how well the group managed to keep it.<sup>34</sup>



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<sup>34</sup>*Ibid,*

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